

SDG3 Eco-Agency: Supporting Youth-Led Climate Action



Standalone TY Unit

Lesson 10 : Youth Leaders and Change Makers

Subject Areas:
Climate Action and
Sustainable Development,
CSPE, SPHE

10 REDUCED
INEQUALITIES



13 CLIMATE
ACTION



16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



17 PARTNERSHIPS
FOR THE GOALS



Lesson Title and Summary: Youth Leaders and Changemakers

In this lesson, learners will consider the qualities of Youth Leadership and undertake a personal leadership audit. They will consider the areas in their lives where they take roles and responsibilities and identify their leadership qualities, such as initiative, responsibility, communication skills, and the ability to inspire and motivate their peers.

Developing choice and voice in causes learners believe in that align with their values and those of the UN Sustainable Development goals and the Earth Charter, can help build both personal and local resilience.

Vocabulary:

Connection, Eco therapy, Interconnected, Mandala, Mindfulness, Nature,

In this lesson, the learner will:

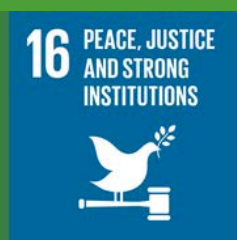
- Develop understanding of youth leadership
- Understand the roles and responsibilities of youth leadership
- Identify their own leadership skills
- Identify a youth leader that inspires them and share this with their peers through a presentation

Materials

- Worksheet: Youth Leaders and Change Makers - Instructions and Guide
- Teacher's notes: Youth Leaders and Change Makers Case study examples

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ACTIVITY INSTRUCTIONS

Activity 1 Youth Leadership Skills Audit (20 mins)

1. Ask learners to work in pairs, and refer them to the Worksheet: Leadership Skills Audit.
2. Learners will consider the qualities of leadership and undertake a personal leadership audit using their own experience. They will consider the areas in their lives where they take roles and responsibilities and identify their leadership qualities, such as initiative, responsibility, communication skills, and the ability to inspire and motivate their peers.
3. As they are working, project or recreate on the board, the Class Leadership Skills table
4. After 10 mins, ask the class to contribute to the collective 'Class leadership Skills' using the skills they have individually identified
1. Photograph the completed table and add to the classes learning digital learning environment e.g. Teams folder for the class.

Activity 2 Youth Leaders and Change Makers - 30 mins

1. Working in pairs, learners will begin to develop a short presentation on a Youth Leader that inspires them.
2. Ask learners to begin working through the Worksheet: Youth Leaders and Change Makers in preparation for their presentation.
3. Learners can use the internet to research Youth leaders example themes could be linked to the SDGs e.g. SDG2, Food Waste SDG3 - Teen Mental Health, SDG11 - Community Leadership, SDG14 - Ocean Conservation or they could focus on the Teacher's notes: Youth Leaders and Change Makers Case study examples to form a gallery of youth leadership
4. Learners will work through the worksheet and develop their presentations over a number of lessons as required.
5. This activity is also supported by Lesson 11, as the learners move from the research stage to the presentation stage.

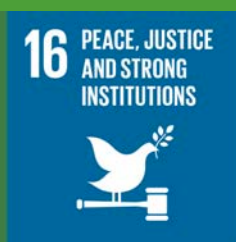
REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

You can use Post-its or a mentimeter poll www.mentimeter.com to gather learners' reflections.

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REDUCTION / EXTENSION ACTIVITIES

Reduction: For a shorter class, complete only Activity 1 and watch one of the youth videos in the media box.

Option B: Undertake activity 2 only.

Extension: For a longer class, allow learners to begin research the youth leaders they might choose for their presentations.

Option B: Introduce the SDG Impact gallery project - see Local trip / Expertise / Additional Work and Assessment Boc. Share examples from Teacher's notes: Youth Leaders and Change Makers to consider some of the youth leaders and discuss what their impact is

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Video: How to turn eco-anxiety into positive action. [32:52min].

<https://www.bupa.co.uk/newsroom/ourviews/eco-anxiety>

Video: Young Leadership principles - hope and expectations for the future [6:33 min]

<https://www.youtube.com/watch?v=tBfu5yNHPk0>

Video: Youth Leadership: Changing the World Through Service [10:37]

<https://www.youtube.com/watch?v=SMS-QPw1DFY>

Video: The Power of Youth - Changing the World [7:44 min] https://www.youtube.com/watch?v=zqwc1ik93_0

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Share the case study examples and have learners create an SDG Impact gallery. Use the examples and some of the learners' to create 17 posters for the school showing youth leadership and impact. Posters could follow a simple format for visual cohesion and serve as a focused activity for the Take 1 programme launched during Take 1 Week.

Take 1 Programme <https://www.take1programme.com/> aims to support schools to communicate, raise awareness of, and embed Education for Sustainable Development as part of a broad curriculum, through the UN Sustainable Development Goals

L10TG Youth Leaders and Change Makers Examples



SDG2, Food Waste Abi Ramanan: Abi is the co-founder and CEO of ImpactVision, a software platform that uses machine learning to reduce food waste. She is also a co-chair at the World Economic Forum's upcoming Annual Meeting of the New Champions.

SDG3 - Teen Mental Health, Kwiri Yang: Kwiri is the founder and CEO of LifeGyde. The online platform is a space for young people to seek advice, guidance and support.

SDG 3, 10 - Paul Ndhlovu, Paul works as a radio champion at Zvandiri in Zimbabwe to help end poverty, ensure good health and wellbeing, and access to quality education for people living with HIV and AIDS.

SDG4 - Early years edutainment, Doreen Kessy: Doreen is COO of Ubongo, a multi-media educational platform in Africa. Using the power of entertainment and mass media, the company provides educational material at low cost and high volume and scale

SDG 5 - Gender Justice, Ronelle King: Ronelle from Barbados is a multi-award-winning Gender Justice Activist and the Founder of Life In Leggings, a Caribbean Alliance against gender-based violence. In 2016, Ronelle founded the viral “#LifeInLeggings” hashtag which was mobilized to create a safe space for women who had experienced sexual violence.

SDG11 - Sustainable Architecture, Basima Abdulrahman: Basima is an Iraqi structural engineer who is passionate about the environment. She founded Kesk, one of Iraq's first sustainable architecture consultancies, to build greener buildings in her homeland

SDG12 - Social Enterprise, Oana Toiu: Oana is the founder and general manager of Social Innovation Solutions, which offers training and consultancy in social innovation and entrepreneurship. Before that, she led the team that set up Mesteshukar BuitQ, a social enterprise focused on traditional Roma crafts and skills.

SDG13: Climate Advocacy, Eddy Frank Vásquez-Sánchez: Eddy, is a youth climate and oceans advocate from the Dominican Republic. In 2016, with other youth fellows, he created “Juventud Sostenible”, a platform for youth advocacy to help achieve sustainable development and ensure that young people are actively included in the process.

SDG14 - Ocean Conservation, Finlay Pringle, Finlay is a 14-year-old Fridays4Future campaigner ocean enthusiast and shark ambassador from Ullapool, in N. Scotland.

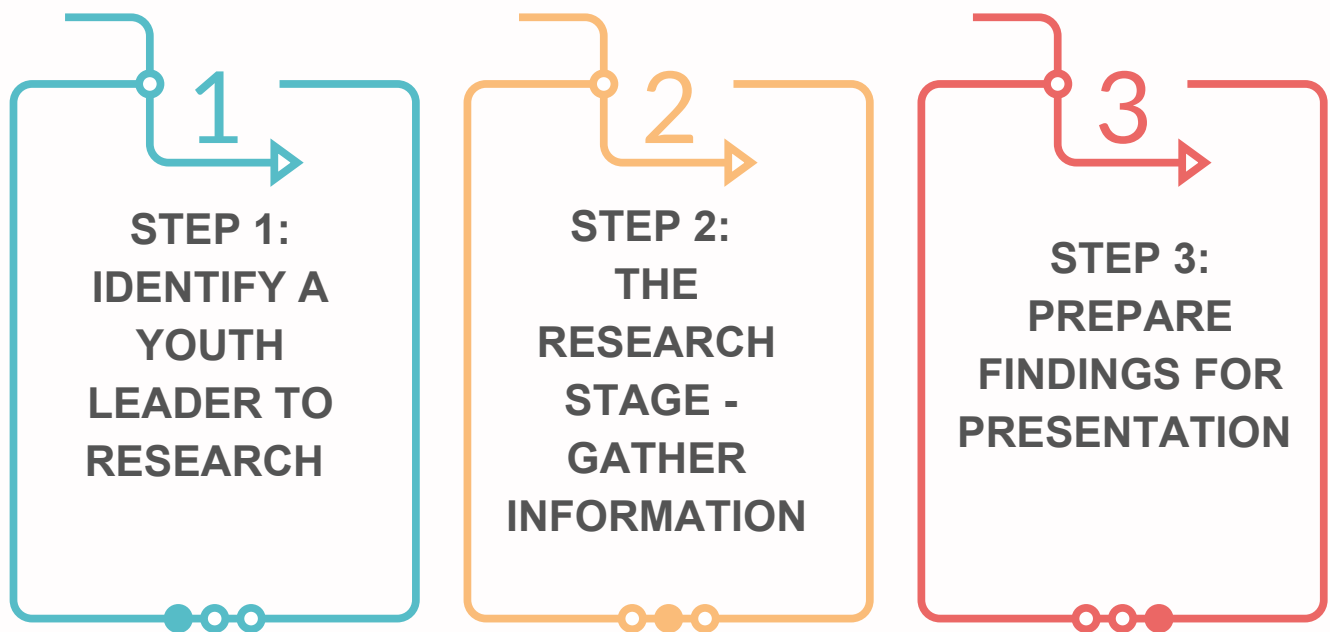
SDG 5, 17: Heela Yoon; Heela, is the Founder of Afghan Youth Ambassadors for Peace Organization (AYAPO), a grassroots NGO working in the Eastern provinces of Afghanistan focusing on UN Security Council Resolution 1325 on Women, Peace and Security and Resolution 2250 on Youth, Peace and Security, as well as local peacebuilding.



Action 1 Youth Leaders and Change Makers - Instructions

Research some inspirational young people and their call to action and present a case study.

Case study (n.) A case study requires you to analyse and write about a person, a scenario or an organisation



Step 1

Choose a youth leader/ activist/advocate from your local or national community or someone from the international community and find out as much information as possible about your chosen leaders. What are questions you might ask them and the responses you think you might get?

Step 2:

Gather information using the question prompts and the themes and sources on the Flipped Classroom: Youth Leaders and Change Makers - Guide page. You may use the options or choose your own inspirational leader to research.

Step 3

Prepare your findings to present to peers in a 5-minute presentation, including time for a Q&A session. You have creative freedom as to how you will present your findings. Examples below:

Interactive:

Eg. A scavenger hunt you create with guided clues that lead to key information which you will then elaborate on with further explanation of what you learned.

Artistic:

This could be a painting, a digital drawing, or sculpture. Ensure you verbally present your information to accompany your creation.





Question Prompts

1. Who is your choice of youth leader or change maker?
Choose your own or from one of the three below.
2. What is their area of interest? What are they raising awareness of? advocating for?
3. What is their motivation and inspiration?
4. What is their objective?
5. What have they achieved to date?

WHAT?



WHO?

Example: Clover Hogan, 24-year-old climate activist and the founding Executive Director of Force of Nature - a youth non-profit mobilising mindsets for climate action.





Working in pairs, please give definitions for the following 5 words, you can use a dictionary and then rewrite them

Leadership

Delegation

Teamwork

Planning

Organisation



Working in pairs please discuss and organise the following skills in order of most essential to least essential for a leader to have.

Using a scale of 1 to 4 with 1 being the most essential and 4 being the least essential, number the following skills and give a reason for your decision

Delegation

Teamwork

Planning

Organisation

Communication

Finally are there any skills you would add?

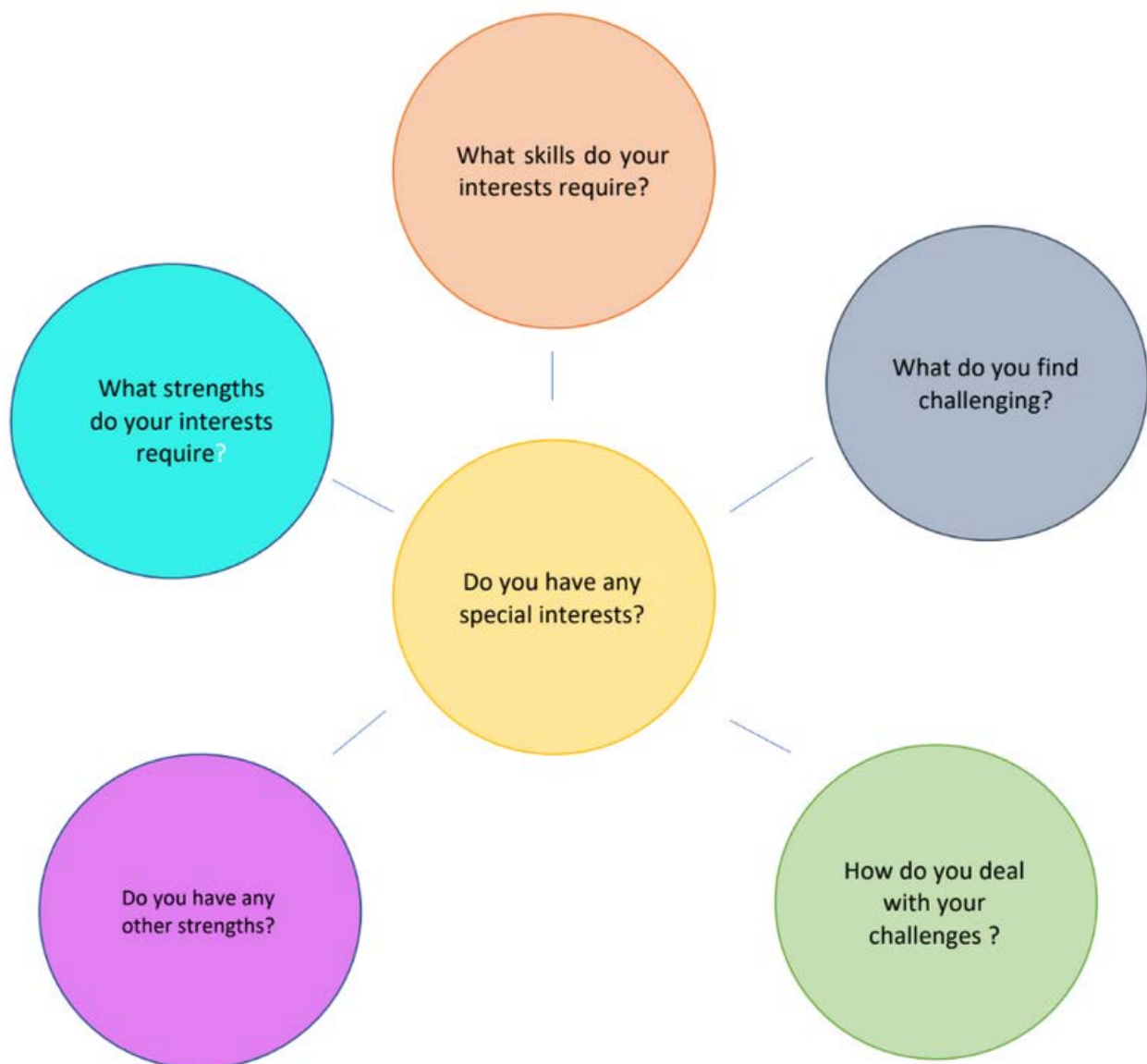
Would they be more essential or important than the ones already listed?

L10WSb Leadership Skills Audit

3 GOOD HEALTH
AND WELL-BEING



Individually, consider the areas in your life where you take roles and responsibilities and identify your leadership qualities, such as initiative, responsibility, communication skills, and the ability to inspire and motivate your peers.



Use the Map of Me, starting with your hobbies / interests to get started and add all the skills involved.

Think about how you might need to communicate with others, what you find difficult and how you overcome it, think about the leadership skills you have already defined - planning, delegation, organisation and team work to help you identify your own leadership skills in the activities you do.